

District Developed Special Education Service Delivery Plan

East Union Community School District

5 year plan: Original Adoption, November 2011; Revised Plan, May 2014

1. What was the process used to develop the delivery system for eligible individuals?

The delivery system was developed in accordance with Iowa Administrative Code rule 41.408(2)"c". The group of individuals who developed this plan included parents of eligible individuals, special education teachers, general education teachers, administrators, and at least one representative of the AEA.

The committee of individuals who reviewed, amended and developed the present DDSDP included the following:

Special Education Staff: Mrs. Amy Clark; Mrs. Laura Guhse; Mr. Joey Fluckey; Mrs. Hollie Patten; Mrs. Jean Kinyon; Ms. Jane Briley; Mrs. Shellie Webb; and Special Education Coordinator, Mrs. Judith Wachter

General Education Teachers: Middle/High School - Mr. Rich Bryson and Mrs. Paula Barnett;
Elementary Teachers: Mrs. Robin Borrall and Mrs. Tara Luther

Parents of Eligible Individuals: Mrs. Eugenia Hull, Mr. Bobby Condit, Mrs. Heather Hill, Mr. Gary Clear, Mr. Mark Stewart

Administrators: Dr. Pam Vogel, Mrs. Joan Gordon, Mr. Mark Weis

AEA: Mrs. Brooke Dornack - Sp. Ed AEA Rep

Board Action was taken on: **June 25, 2014**

The approved plan dated **June 25, 2014** will be available on the East Union Community School website in the "Teaching and Learning" section. Paper copies will available in each of the school's offices. (Early Childhood Center, Elementary School, Middle/High School)

2. How will services be organized and provided to eligible individuals?

CONTINUUM OF SERVICES

Early Childhood Special Education Services

The district will provide access to this continuum for all eligible individuals based on their IEP. Services will be provided within the district, or through contractual agreement(s) with other districts and/or agencies such as early childhood programs in the community, if the child's educational needs cannot be met within the district's EC program.

When East Union provides instructional services through a contractual agreement with other districts and/or other agencies it will examine the preschool services annually to determine the appropriateness of programs that are offered.

Early childhood special education and regular early childhood programs providing instructional services to children on an IEP must implement Quality Preschool Program Standards (QPPS) as defined by the Iowa Department of Education.

East Union Early Childhood Center is accredited by the National Association for the Education of Young Children (NAEYC) and meets the criteria regarding maximum class size and teacher-child ratios.

Consulting Teacher Services

Consulting Teacher Services are defined as indirect services provided by a certified special education teacher to a general education teacher in adjusting the learning environment and/or modifying his/her instructional methods using specially designed instructional strategies to meet the individual needs of a student with a disability receiving instruction in the general education classroom.

Co-Teaching Services

Co-teaching services are defined as the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. These services are provided by the special education teacher and general education teacher or regular early childhood program teacher, in partnership, to meet the content and skills needs of students in the general education classroom. These services take shape in a variety of ways. For example, teachers co-plan, divide the class, and provide the instruction to smaller groups, or teachers co-plan and then co-instruct different components of the content. In all co-teaching arrangements, the special educator takes primary responsibility for designing and delivering specially designed instruction, assuring access to the general curriculum, and assessing the progress of students with IEPs. The effectiveness of services provided through co-teaching have a strong research base.

Collaborative Services

Collaborative Services are defined as direct, specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by the certified special education teacher in the general education classroom or regular early childhood program to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education or preschool content area instruction.

General Education with Specially Designed Instruction (SDI) Support in the General Education Classroom

The student receives specially designed instruction (SDI) for the general education curriculum in the general education setting when appropriate.

The special education teacher, support service provider, or trained paraprofessional will be in the general education classroom to provide direct instruction, instructional support, or other assistance to the student or a group of students, through models such as collaborative or co-teaching. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

Out-of-Class Services or Pull-Out Services

Pull-Out Services are defined as specially designed instruction (SDI) provided to an individual

student with a disability or a group of students with disabilities by a certified special education teacher to provide supplementary instruction that cannot otherwise be provided during the student's regular instruction time. These services are provided in an individual or small group setting for a portion of the day. These services supplement the instruction provided in the general education classroom or program through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction (SDI) provided in a Pull-Out Setting outside of the general education classroom or Regular Early Childhood Program provides supports skills and does not supplant the instruction provided in the general education classroom. The Pull-Out Setting is typically defined as the Special Education classroom, but could be any other quiet environment.

Special Class/Early Childhood Special Education Program (ECSE)

Special Class or ECSE services are defined as direct, specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher to provide instruction which is tied to the general education curriculum or preschool curriculum, but has been modified to meet the unique needs of the student(s) in a self-contained setting (including, but not limited to special classes/ECSE Program, special schools, home instruction, and instruction in hospitals and institutions). This means the student is receiving his or her primary instruction separate from non-disabled peers.

Students may receive different services at multiple points along the continuum based on the IEP. The district will provide access to this continuum for all eligible individuals based on their IEP. Services may be provided within the district, or through contractual agreement with other districts or agencies. The continuum includes services for eligible individuals ages 3-21.

Regular Early Childhood Program with Teacher Holding Dual Endorsements (i.e., Endorsement 100: Teacher-Prekindergarten through grade three, including special education).

The child is served in the regular early childhood classroom with a teacher who holds a valid practitioner's license issued by the Board of Educational Examiners that includes prekindergarten and early childhood special education. The teacher is responsible for direct instruction, preparation of materials, adaptations and accommodations as specified in the IEP. The teacher with the dual endorsement is responsible for implementing and monitoring the child's progress according to the IEP.

3. *How will caseloads of special education teachers be determined and regularly monitored?*

Caseloads will be tentatively set in the spring for the following year.

Caseloads may be modified based on summer registration and actual fall enrollments. Caseloads will be reviewed at least twice during the school year by individual district special education teachers with their building principal, Early Childhood director, and/or Special Education Coordinator.

In addition, a district's regular early childhood program and early childhood special education programs must meet the criteria of the Preschool Program Standard regarding maximum class size and teacher-child ratios.

A "full" teacher caseload will be considered to be 18 total points. If a teacher's caseload exceeds this number, the teacher, principal and special education coordinator will meet to discuss whether the

teacher is able to provide the services and supports specified in his or her students' IEPs. If the teacher is able to do so, no further action is needed. If the teacher is unable to provide the services and supports specified in his or her students' IEPs, a plan of action will be developed. If the teacher is not satisfied that the plan of action will meet the requirements of his or her student's IEPs the teacher may initiate the process for resolving caseload concerns that is described in this plan.

In determining special education teacher caseloads, the East Union Community School District will use the following values to assign points to the programs of each eligible individual receiving an instructional program in the district.

One Point: The student receives specially designed instruction/supports for less than 5 hours per week.

Two points: The student receives specially designed instruction/supports for between 5 and 12.5 hours per week.

Three points: The student receives specially designed instruction/supports for between 12.5 and 24 hours per week.

Four points: The student receives specially designed instruction/supports for more than 24 hours per week.

Note: Supports could include travel time to students served off-site (e.g., hospitalized or home-bound students, preschoolers served in their general education preschool classes, teaching assignment(s) outside of special education). If multiple students are served in one site, travel time is applied to one of the students, only.

CASELOAD

	The student receives specially designed instruction/supports for:			
Student	Less than 5 hours per week	Between 5 and 12.5 hours per week	Between 12.5 and 24 hours per week	More than 24 hours per week

x 1 = x 2 = x 3 = x 4 =

Add 1 point for each para whom you supervise = points - Total Points=

4. What procedures will a special education teacher use to resolve caseload concerns?

A scheduled review of teacher caseloads will be conducted by the building principal, Early Childhood Center Director, and/or Special Edu

- at the beginning of the school year
- by November 30; and
- by April 1 to plan for the following school year.

Upon review, if there appears to be an overload, the principal, EC director, and/or Sp. Ed. Coordinator may arrange a Caseload Assistance Team (CAT) meeting. The CAT will be comprised of 4 teachers, a building administrator, and an AEA representative. The CAT will make recommendations as to whether there is a need for adjustments to a teacher's schedule or roster.

At any other time, a teacher may request a caseload review by submitting, in writing, the request to the building principal. The building principal must convene the CAT within 5 working days. A resolution and written decision must be made available to the teacher within 5 days after the CAT meeting.

5. How will the delivery system for eligible individuals meet the targets identified in the state's performance plan? How will the delivery system for eligible individuals address needs identified by the state in any determination made under Chapter 41? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

In order to meet the State Performance Plan/Annual Progress Report (SPP/APR) goals, accountability will be addressed in the following ways:

- Individual student IEP goal progress monitoring
- Aggregation of progress monitoring and summative evaluations for groups of students at both school and district levels
- Examination of disaggregated subgroup achievement and SPP/APR data

The ways of evaluating the effectiveness of the delivery system are detailed below.

INDIVIDUAL

Individual student progress on IEP goals will be reviewed on a regular and on-going basis (a minimum of every 2 weeks) by the special education teachers. AEA staff and school administrators will collaborate and support as appropriate. On a monthly basis, teachers will submit student progress monitoring graphs to their building principal (or they will be accessed/reviewed on the Web IEP system). The purpose of these reviews is to determine if adequate progress is being made, or if any adjustment in specially designed instruction is needed.

SCHOOL: AGGREGATED BY SCHOOL AND DISTRICT

Each school in the district will review student progress monitoring, formative, or summative evaluations on approximately a quarterly basis. The IEP subgroup performance in both reading and math will be reviewed and discussed by grade level teams that include both general and special

education teachers. Subgroup achievement, growth, and the achievement gap will be included as items for discussion and planning. Schools with a subgroup achievement gap thus, impeding progress toward meeting the district SPP/APP requirements, will develop a school-based plan to close the achievement gap by grade level in each school. These plans will be monitored at the school every semester and at the district level at the end of each school year. In the event that this process creates the need to revise the DDSDP, the district will follow the process to revise and readopt the DDSDP.

DISTRICT: DISAGGREGATED BY SCHOOL LEVELS

At the district level, IEP subgroup data for each school, along with the plans as described above, will be reviewed on an annual basis by the district's leadership team. IEP student data will also be disaggregated and examined by school level (elementary, middle, high). In addition, the district will examine their SPP/APR data to determine priorities and develop an action plan as needed. If the district meets SPP/APR requirements, both procedural and performance, the delivery system will be considered effective. If the district does not meet requirements, the district will work in collaboration in the State and AEA.